

Student Learning Outcomes

Business-and-Information-System-2009

Five College Learning Outcomes:

1. Written, Oral and Visual Communication: *Communicate effectively in writing, orally and/or visually using traditional and/or modern information resources and supporting technology.*

2. Scientific and Quantitative Reasoning: *Locate, identify, collect, and organize data in order to then analyze, interpret or evaluate it using mathematical skills and/or the scientific method.*

3. Critical Thinking: *Differentiate between facts, influences, opinions, and assumptions to reach reasoned and supportable conclusions.*

4. Problem Solving: *Recognize and identify the components of a problem or issue, look at it from multiple perspectives and investigate ways to resolve it.*

5. Information Literacy: *Formulate strategies to locate, evaluate and apply information from a variety of sources - print and/or electronic.*

1. Degrees and Certificates

1. What degrees and certificates does your discipline offer?

There are many degrees and certificates within the five disciplines in the BIS department. All are currently described in the college catalog.

2. Keeping in mind the five College Learning Outcomes above as well as what your discipline specifically requires of your graduating students, what should students be able to do when they have completed your discipline's requirements for each degree or certificate?

While the specific learning outcomes vary from one discipline to another within the BIS program, each discipline requires students read and comprehend instructions and communicate their ideas and solutions through written documents and oral presentations, and apply inquiry, projection/prediction of results, testing, adjustment and final solution or product in an organized, methodical process, and in doing so reach a supportable, fact-based conclusion or presentation, which is based on the discovery of and experimentation with individual components that lead to a general application of the knowledge so acquired. Students gaining these problem solving skills in one discipline will be able to apply the process to other disciplines or knowledge bases. An ideal example of which is the student who develops the skill level to enable him or her to create a business presentation that integrates data and analysis from multiple application software products and directs the audience to a singular data derived conclusion.

3. How do students in your program demonstrate that they meet each of the college-wide learning outcomes? What courses, activities, and/or projects are students required to complete that relate to each outcome?

i. Written, Oral and Visual Communication

This varies by discipline and can include written documents and term papers, verbal presentations, application software products such as database reports, spreadsheets, and publications, procedural programming solutions, and knowledge measured by objective examinations.

For example Intro to Business students develop and deliver to the entire class team presentation at the end of term.

ii. Scientific and Quantitative Reasoning

This varies by discipline and can include written documents and term papers, verbal presentations, application software products such as database reports, spreadsheets, and publications, procedural programming solutions, and knowledge measured by objective examinations.

For example Spreadsheets students prepare a savings analysis tool which projects savings totals given a specific interest rate, time period and monthly amount.

iii. Critical Thinking

This varies by discipline and can include written documents and term papers, verbal presentations, application software products such as database reports, spreadsheets, and publications, procedural programming solutions, and knowledge measured by objective examinations.

For example Real Estate Appraisal students categorize and compare property attributes to determine market values.

iv. Problem Solving

This varies by discipline and can include written documents and term papers, verbal presentations, application software products such as database reports, spreadsheets, and publications, procedural programming solutions, and knowledge measured by objective examinations.

For example Intro to CIS students write a Visual Basic program running under Internet Explorer that produces a detailed report of student grade assignments based on the accumulated scores of five tests.

v. Information Literacy

This varies by discipline and can include written documents and term papers, verbal presentations, application software products such as database reports, spreadsheets, and publications, procedural programming solutions, and knowledge measured by objective examinations.

For example intermediate word processing students produce a newsletter incorporating output from several MS Office applications software products.

II. General Education:

1. Does your discipline offer any classes which count for general education requirements?

Yes

2. Which General Education courses in your discipline address the each of the five College Learning Outcomes? Please list courses for each of the following:

i. Written, Oral and Visual Communication**ii. Scientific and Quantitative Reasoning****iii. Critical Thinking****iv. Problem Solving****v. Information Literacy****III. Course Level Outcomes:****1. Do all of your Course Outlines of Record include Student Learning Outcomes? If not, are you revising them?**

Not specifically known at this time

2. What percentage of faculty members in your discipline include SLOs in their course syllabi?

Not specifically known at this time

3. Assessment:**i. How often do you assess these SLOs?**

Each semester

3. Assessment:**ii. In the last two years every discipline developed SLOs specifically related to College Learning Outcome #3: Critical Thinking. Have you assessed this or any of the stated Student Learning Outcomes in your course outlines over the last year? If so, please summarize the results.**

Yes. Course texts, pacing, assignments, tutorials and homework assignments were adjusted to improve student learning.

3. Assessment:**iii. What improvements have you made or do you plan to make in the future?**

More of the same.

3. Assessment:**iv. What do you plan to assess this year? Who will you assess? How will you assess?**

Yet to be determined.